


OBJECTIVES

During this training, you will:

- Increase your knowledge of the MiTEAM Fidelity Tool Purpose, Process, and Data.
- Practice skills necessary to complete the MiTEAM Fidelity Tool.
- Demonstrate the ability to explain the purpose of the MiTEAM Fidelity Tool.



OBJECTIVES

After this training , you will know the following about the MiTEAM Fidelity Tool:

- The purpose.
- The data collection procedures.
- How to access the web application & paper tool.
- When and with who to complete the tool on.
- How fidelity data can be used.
- How to approach fidelity feedback.

MiTEAM Practice Model

MiTEAM Competencies

Teaming

Engagement


Assessment

Case Planning

Case Plan Implementation

Placement Planning


Mentoring



Fidelity

a) The quality or state of being faithful.

b) Accuracy in details.



1

PER WORKER

PER QUARTER

Section 1: General Information

Organization Name: _____

Project Name: _____

Project Manager: _____

Team Lead: _____

Team Members: _____

Project Start Date: _____

Project End Date: _____

Project Status: _____

Project Budget: _____

Project Risk: _____

Project Complexity: _____

Project Importance: _____

Project Visibility: _____

Project Impact: _____

Project Scope: _____

Project Goals: _____

Project Objectives: _____

Project Deliverables: _____

Project Milestones: _____

Project Risks: _____

Project Issues: _____

Project Challenges: _____

Project Opportunities: _____


Project Lessons Learned: _____


Project Feedback: _____

Project Evaluation: _____

Project Review: _____

Project Summary: _____





When to Complete the MiTEAM Fidelity Tool

Section 1: General Information

Organization Name: _____

Project Name: _____

Project Manager: _____

Team Lead: _____

Team Members: _____

Project Start Date: _____

Project End Date: _____

Project Status: _____

Project Budget: _____

Project Risk: _____

Project Complexity: _____

Project Importance: _____

Project Visibility: _____

Project Impact: _____

Project Scope: _____

Project Goals: _____

Project Objectives: _____

Project Deliverables: _____

Project Milestones: _____

Project Risks: _____

Project Issues: _____

Project Challenges: _____

Project Opportunities: _____

Project Lessons Learned: _____

Project Feedback: _____

Project Evaluation: _____

Project Review: _____

Project Summary: _____

Section 2: Project Management

Project Manager: _____

Team Lead: _____

Team Members: _____

Project Start Date: _____

Project End Date: _____

Project Status: _____

Project Budget: _____

Project Risk: _____

Project Complexity: _____

Project Importance: _____

Project Visibility: _____

Project Impact: _____

Project Scope: _____

Project Goals: _____

Project Objectives: _____

Project Deliverables: _____

Project Milestones: _____

Project Risks: _____

Project Issues: _____

Project Challenges: _____

Project Opportunities: _____

Project Lessons Learned: _____

Project Feedback: _____

Project Evaluation: _____

Project Review: _____

Project Summary: _____

Section 3: Project Performance

Project Manager: _____

Team Lead: _____

Team Members: _____

Project Start Date: _____

Project End Date: _____

Project Status: _____

Project Budget: _____

Project Risk: _____

Project Complexity: _____

Project Importance: _____

Project Visibility: _____

Project Impact: _____

Project Scope: _____

Project Goals: _____

Project Objectives: _____

Project Deliverables: _____

Project Milestones: _____

Project Risks: _____

Project Issues: _____

Project Challenges: _____

Project Opportunities: _____

Project Lessons Learned: _____

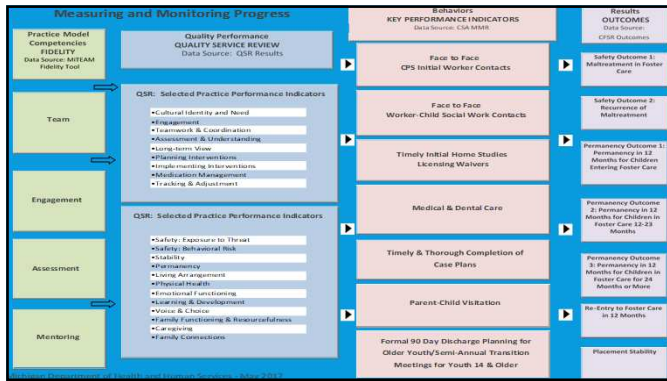
Project Feedback: _____

Project Evaluation: _____

Project Review: _____

Project Summary: _____









MITeAM Practice Model Manual
Michigan Department of Health and Human Services
Children's Services Administration

2. Key Caseworker Activities

Twenty-nine Key Caseworker Activities (KCAs) have been identified to help caseworkers understand what it means to implement these core competencies. They will help caseworkers prioritize their work with children and families to promote life changes leading to more children and youth who are safe, doing in permanent homes, and thriving. Specific steps are also provided to guide the work of supervisors. Recommended KCAs and detailed guidance offered in this document are intended for MDHHS and private agency child welfare staff working to provide services and assistance to children and families. Outlined below is a summary of each competency and the corresponding KCAs.

Competency 1: Engagement

Engagement is a series of intentional interventions that work together in an integrated way to successfully establish a relationship with children, parents and other individuals. Caseworkers will engage with the child, mother, father, extended family, primary caregiver, professionals working with the family, and other team members for the purpose of building an authentic and collaborative working relationship. Supervisors will educate, model, and coach caseworkers in the Key Caseworker Activities of engagement.

KCA 1: Engagement Create an environment of empathy, genuineness, respect, and empowerment that supports a child and family entering into a helping relationship and actively working toward change.

KCA 2: Engagement Search for and engage parents, family members, and other support persons from the child's community in the family team process.

Michigan Department of Health and Human Services
MITeAM
March 2016

MITeAM Fidelity Tool

KCA	1, 29	Yes	No	NA
1, 29	1. Treats individual(s) with respect demonstrated by 2 or more of the following: <ul style="list-style-type: none"> Greet individual(s) by name. Demonstrates appropriate body language (including eye contact) Uses appropriate verbal tone Discusses worker and individual(s) roles and responsibilities. Defines purpose of the interaction with individual(s). Plans sufficient time to meet with individual(s), with awareness of individual(s)'s other commitments. 			
1, 28, 29	2. Treats individual(s) with empathy demonstrated by 2 or more of the following: <ul style="list-style-type: none"> Asks about and communicates understanding of individual(s)'s trauma history. Uses clear common language. Asks about and communicates understanding of individual(s)'s trauma history. Acknowledges and addresses an individual(s)'s experience, feelings and/or nonverbal communication. Asks about and communicates understanding of individual(s)'s trauma history. 			
1, 29	3. Uses appropriate body language.			

Competency 1: Engagement
Engagement is a series of intentional interventions that work together in an integrated way to successfully establish a relationship with children, parents and other individuals. Caseworkers will engage with the child, mother, father, extended family, primary caregiver, professionals working with the family, and other team members for the purpose of building an authentic and collaborative working relationship. Supervisors will educate, model, and coach caseworkers in the Key Caseworker Activities of engagement.

Competency 4: Mentoring
Mentoring is a developmental partnership in which one person shares knowledge, skills, information and perspective to foster and empower the personal and professional growth of another person. This may result, for example, a caseworker mentoring a parent or a supervisor mentoring a caseworker. Teaming and mentoring work together to create opportunities for collaboration, goal achievement and problem solving on multiple levels within the system. Mentoring is the ability to empower others by demonstrating and reinforcing the desired skills needed to promote positive outcomes and growth for children, families and professionals.

KCA 1: Engagement Create an environment of empathy, genuineness, respect, and empowerment that supports a child and family entering into a helping relationship and actively working toward change.

KCA 2: Engagement Search for and engage parents, family members, and other support persons from the child's community in the family team process.

KCA 27: Mentoring Promote growth through coaching.

KCA 28: Mentoring Create a learning environment through observation and feedback.

KCA 29: Mentoring Support change through building honest and genuine relationships.



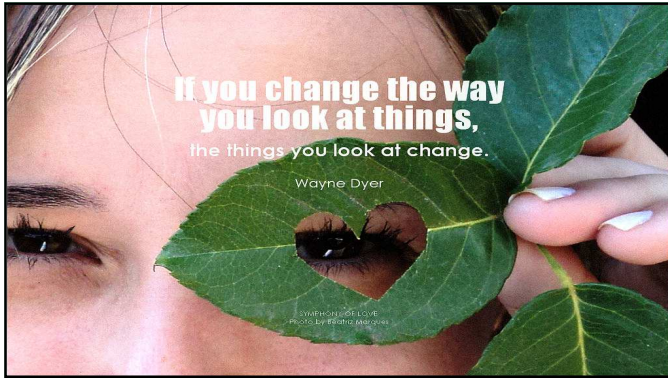


1. Look through the MITEAM Fidelity Tool.
2. Read **ALL** of the instructions provided within the MITEAM Fidelity Tool.
3. Complete the Scavenger Hunt questions on pages 315 – 316 of the binder.
4. Be ready to go over the answers as a large group after 15 min.

Which statements resonate with you?

- I don't have time to do anything extra.
- I only hear from families when there is a problem.
- I don't think current reviews/audits capture the real work my staff do.
- I wish I had more opportunities to observe and coach my staff.
- I believe my staff are already doing best practice.
- I feel like the focus in my office is primarily on metrics.

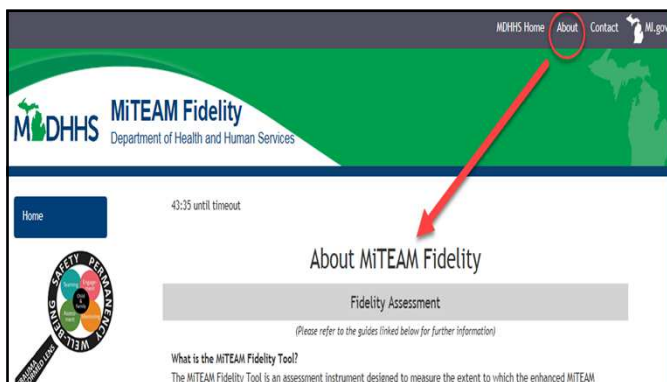


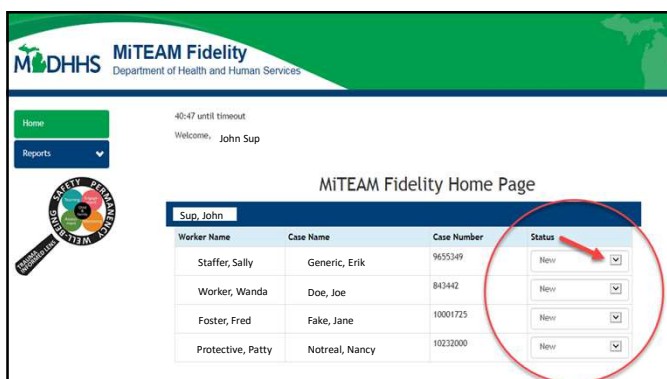


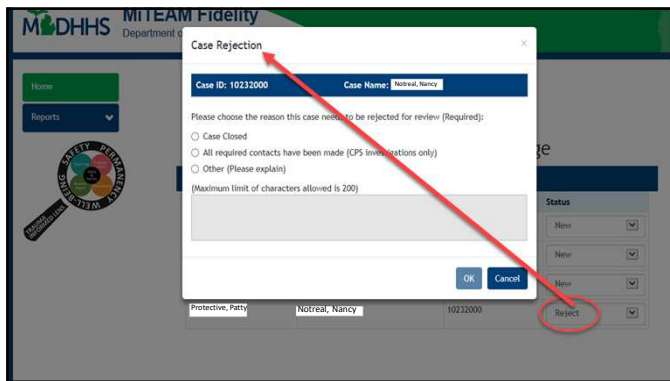


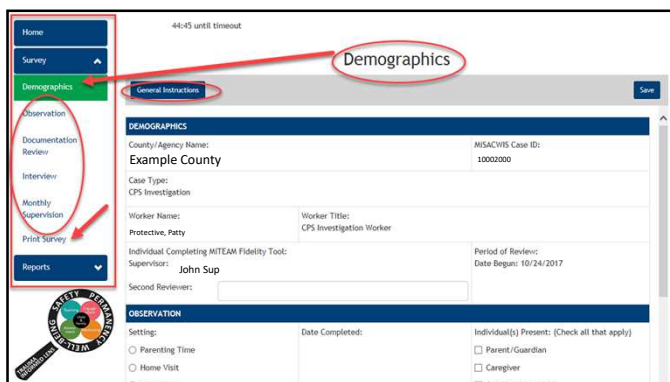


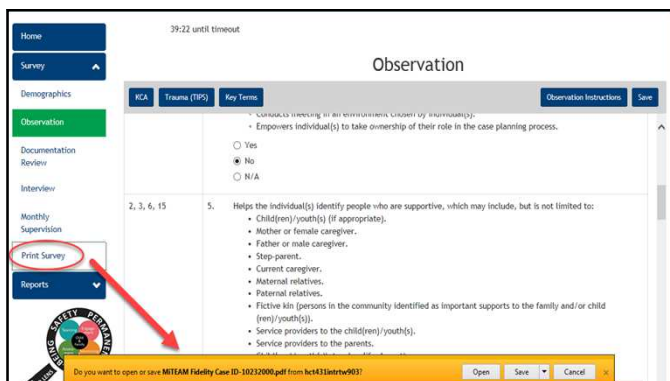












Documentation Review: ☒ Yes ☐ No ☐ N/A

Interview: ☒ Yes ☐ No ☐ N/A

Monthly Supervision: ☒ Yes ☐ No ☐ N/A

Print Survey

Certify

Reports

10, 21, 22, TIPS

17. Inquires about the individual(s)'s perspective on the child(ren)/youth(s)'s well-being (both physical and psychological).

☒ Yes ☐ No ☐ N/A

5, 7, 9, 10, 12, 14, 19

18. When developing or adjusting the plan, asks for team member's input.
(NOTE: This indicator is connected to teaming: team members should talk to one another about decision making, support, adjusting and implementing plans to strengthen family's progress)

☒ Yes ☐ No ☐ N/A

10, 12

19. If a safety plan was created, both proactive and reactive steps were incorporated.
(i.e., safety plan for release, behavioral concerns, perp in/out of home, visitation, reunification, appropriate discipline, domestic violence, etc.)

☒ Yes ☐ No ☐ N/A

Certify **Cancel**

Home

44:12 until timeout

Reports

MITEAM Fidelity Data Report

Reporting Quarter: 2017 4th Quarter

Report Type: Location Employee

Select Counties: Example County

Select Supervisors: Sup, John

Select Case Workers: Staffer, Sally

Totals to be included in this Report: ☐ Supervisor Totals ☐ Worker Totals

*You must select at least one Competency, Sub-Competency and/or Section to generate this report.

Select Competencies: All Selected

Select Sub-Competencies: All Selected

Select Sections: All Selected

Generate Report

MI.gov MICHHS Home About Contact Policies

MICHHS MITEAM Fidelity Department of Health and Human Services

MITEAM Fidelity Home Page

Please select a county: Example County

Sup, John 100% Review Completed 100% Total Reviews

Sup, John 100% Review Completed 100% Total Reviews

Sup, John 100% Review Completed 100% Total Reviews

Sup, Terrell 100% Review Completed 100% Total Reviews

Sup, John

Manage Administrators

Please select a county: Example County

Select supervisor: ☐ Sup, John ☐ Sup, Terrell

Select supervisor: ☐ Sup, John ☐ Sup, Terrell


Select supervisor: ☐ Sup, John ☐ Sup, Terrell

Select supervisor: ☐ Sup, John ☐ Sup, Terrell

MITEAM Fidelity Case Rejection Report 2017 4th Quarter

County or Agency	Supervisor	Case Worker	Case ID	Case Reason	Case Closed	Reason for Rejection
Example County	Sup, John	Staffer, Sally	123456789	Case Closed	Case Closed	Case Closed

MITEAM Fidelity Data Report
2017 3rd Quarter



Competencies for Statewide

Engagement

Question	Yes		No		N/A	
	Total	Percent	Total	Percent	Total	Percent
1.	62	100.00%	0	0.00%	1	1.56%
2.	62	100.00%	0	0.00%	1	1.56%
3.	63	100.00%	0	0.00%	0	0.00%
4.	60	100.00%	0	0.00%	3	4.76%
5.	60	100.00%	0	0.00%	3	4.76%
6.	34	82.93%	7	17.07%	22	34.92%
26.	56	100.00%	0	0.00%	7	11.11%
27.	45	95.74%	2	4.26%	16	25.40%
28.	36	76.00%	11	23.40%	16	25.40%
29.	63	100.00%	0	0.00%	0	0.00%
30.	63	100.00%	0	0.00%	0	0.00%
31.	52	92.86%	4	7.14%	7	11.11%
56.	57	98.28%	1	1.72%	5	7.94%
57.	55	93.22%	4	6.78%	4	6.35%
58.	66	96.66%	2	3.33%	6	9.09%

Home
Admin
Reports

44:21 until timeout
Welcome, DCQI Analyst

MITEAM Fidelity Home Page
Please select a county:

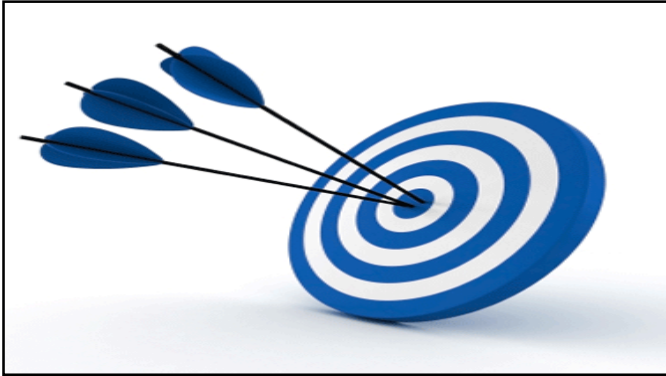
15 Reviews Completed: 1/112 Total Reviews
MDHHS
Sup, John - 25% Reviews Completed: 1/4 Total Reviews
Staffer, Sally - New
Worker, Wanda - New
Foster, Fred - New
Protective, Patty - Complete
Sup, Rose - 0% Reviews Completed: 0/5 Total Reviews
Sup, Terrell - 0% Reviews Completed: 0/5 Total Reviews
Sup, Sue - 0% Reviews Completed: 0/5 Total Reviews

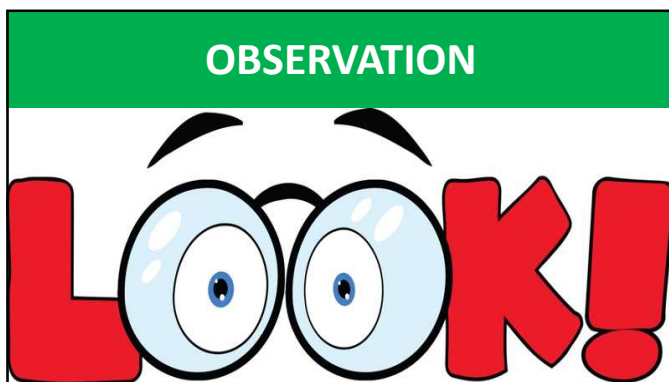




<p>July Week 1-2: Staff 1 Review</p> <p>July: Complete All 5 Observations and Interviews</p>	<p>Aug. Week 1-2: Staff 3 Review</p> <p>August: Complete all 5 Documentation Reviews and Supervisions</p>	<p>Sept. Week 1-2: Staff 5 Review</p> <p>September: Enter all Fidelity Data into MITEAM Fidelity Web Application.</p>
<p>July Week 3-4: Staff 2 Review</p>	<p>Aug. Week 3-4: Staff 4 Review</p>	<p>Sept. Week 3-4: Catch-Up</p>



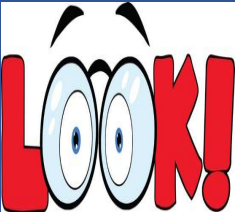




OBSERVATION EXERCISE

1. Complete Fidelity Indicators #3, #4, and #17 based on the video we just watched.

HINT: Remember to review the Observation section instructions and/or cross-reference the Resources on pages 14-18 of the MITEAM Fidelity Tool if you are unsure of how to answer (p. 342 – 346 in binder).



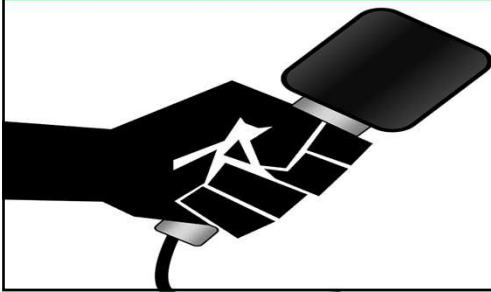
DOCUMENTATION REVIEW EXERCISE

1. Review both Service Referral Examples.
2. Complete Fidelity Indicator #51 on both.
3. Review both Social Work Contacts.
4. Complete Fidelity Indicator #53 on both.



HINT: Remember to review the Documentation Review section instructions and/or cross-reference the Resources on pages 14-18 of the MITEAM Fidelity Tool if you are unsure of how to answer (p. 342 – 346 of binder).

INTERVIEW



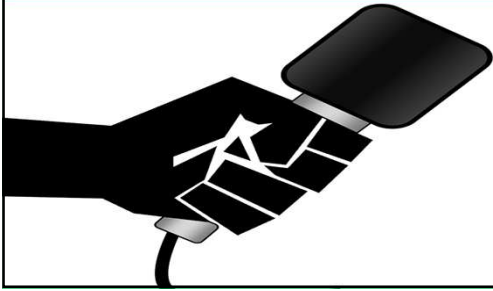
INTERVIEW EXERCISE

1. Listen to the Interview.
2. Complete Fidelity Indicators #56, #58 and #62.

HINT: Remember to review the Interview section instructions and/or cross-reference the Resources on pages 14-18 of the MITEAM Fidelity Tool if you are unsure of how to answer (p. 342 – 346 of binder).

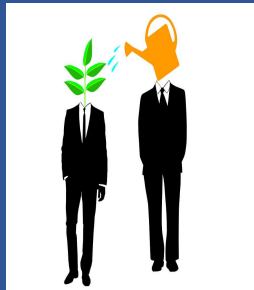


MONTHLY SUPERVISION



MONTHLY SUPERVISION EXERCISE

1. Review your assigned Fidelity Indicator in the binder on Page 325.
2. Come up with 3 open-ended questions or inquiry statements you could use for that Fidelity Indicator.
3. Reference the questions to avoid on pages 23 and 24 of MITEAM Fidelity Guide (p. 369 – 370 in binder).
4. Be ready to share one with the group.



TYPES OF FEEDBACK



Highlight Strengths: Recognize the performance to be *maintained*.



Opportunities for Growth: Recognize the performance to *change, improve or refine*.

CRITERIA FOR EFFECTIVE FEEDBACK

Specific – Clearly defined or identified.

Concrete – Definitive. Not Abstract.

Useful – Can be applied purposefully.

Timely – Immediately or as soon as reasonably possible.



STEPS FOR PROVIDING EFFECTIVE FEEDBACK



STEP 1: Self-Assessment.

Ask for his/her assessment of their own performance

- How do you think it went?



STEP 2: Other(s) Assessment.

Ask what he/she thinks someone else might think/feel.

- How do you think Ms./Mr. Example feels like it went?



STEP 3: Mentor's Assessment.

Provide feedback and coaching as a mentor.

- This is what I noticed that could be maintained or changed.



PRACTICE

1. Partner A: Explain the purpose of the MiTEAM Fidelity Tool to your partner as if they are your worker. What is it for? What is it **NOT** for?

2. Partner B: Provide Feedback to Partner A using the 3 step approach. (See Appendix A on p. 13 of the MiTEAM Fidelity Guide which is p. 359 in binder)

3. SWITCH ROLES AND REPEAT

GUIDING PRACTICE THROUGH MITEAM FIDELITY DATA

INDIVIDUAL/UNIT

REGION/STATE

AGENCY/COUNTY



